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of
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for
Foreign-Born Mothers

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FOREWORD

No more sacred responsibility has been assumed by Pennsylvania in recent years, than that of providing home classes for its foreign-born mothers—to acquaint them with our language, to give them a knowledge of our customs, to awaken in them an admiration of our ideals, to inspire their loyalty to and respect for our government, and to enable them to become understanding guides for their children—the future citizens of our Commonwealth.

In any field of educational activity, efficiency of future procedure and results of new achievement are best promoted by a knowledge of the plans and methods employed by those responsible for the successful beginning of the work.

This is especially true in the development of a comparatively new field, where pioneer workers, largely by their own initiative, have solved the new and differentiated problems confronting them, and have acquired by practical experience that knowledge of technique in organization, methodology of presentation, and mastery of detail so essential to success.

The helps and suggestions presented in this bulletin, reflect not only the successful experience but the devoted service rendered by the Home-Class Teachers of Pennsylvania, who, by an understanding human heart touch, have opened, to these mothers, the avenues leading to happier lives and a higher type of service to their community, their State, and their Nation.

In placing this bulletin before the home-class teachers of Pennsylvania, one would be remiss if acknowledgment were not made to the Pittsburgh office of the United States Bureau of Naturalization for its helpful co-operation promptly and generously given.

This bulletin, prepared by Miss Lucy W. Glass, Assistant Director of Extension Education in Charge of Home Classes for Foreign-Born Mothers, is an attempt to summarize briefly the best judgment and experience in this field. It is our thought that the many practical suggestions contained herein will be suggestive and helpful to all home-class teachers, and quite indispensable to those entering this highly specialized field, and largely unacquainted with its problems and their solution.

JAMES N. RULE
Superintendent of Public Instruction

CONTENTS

The Home-Class Teacher	5
Certification	6
Credits Leading to Permanent Certification	6
Initial Steps in the Organization of Home Classes	7
(1) Contacts with the Clergy	7
(2) Contacts with Raeial Group Leaders	8
(3) Contacts with Editors of Foreign Language Publications	9
(4) Contacts with Mothers Through Public and other Schools	9
(5) Contacts Through Social Workers	10
Ineentives to Hold Before the Mothers	11
How First Contacts Were Made by Some of Pennsylvania's Leading Home-Class Taeahers	11
Headquarters for the Home-Class Taeaher	13
Selection of Class Meeting Plaees	13
Class Grouping	14
Arrangement of Class Scheduels	14
Neeessary Class Equipment	15
How to Awaken and Hold Class Interest	16
The First Lesson	17
Developing Ability to Converse in English	19
National and Racial Holidays	19
Our National Holidays and Historical Anniversaries	20
Important Jewish Holidays	22
Developing Community Responsibility	23
Supervision and Taeaher Responsibility	24
Citizenship	28
Naturalization Proeedure	29
Selected Bibliography Relating to Immigration and Training for Citizenship	31

The Home-Class Teacher

Since the teaching of adult classes is now a distinctive part of Pennsylvania's public school program, it follows that the selection of a teacher who is to instruct adult classes should be given the same care and consideration as the selection of a specialist in any other field of school activity.

The position demands a teacher, tactful in methods of approach, who has an appreciative understanding of both the native and the foreign-born, who has a human sympathy with the aims, ambitions and hopes, as well as the problems and perplexities, of those who would know more of the America that has appealed to them as a land of promise.

It is obvious that the same qualifications of adaptability,—a personality that commands respect, sincere friendliness, resourcefulness, optimism and imagination, so essential to success on the part of the teacher of any class, must be accentuated in those who teach these adult classes. It is of utmost importance that there should be absolute freedom from racial and religious prejudices.

The teacher should of necessity be of a type that will inspire confidence on the part of the class. To them, she is the interpreter of America, its customs, its social requirements, opportunities and ideals. Hers is the opportunity to correct wrong impressions, to acquaint these future citizens with a true conception of what American citizenship really implies, to inspire loyalty to the new government without detracting from their feelings of personal regard for the native land to which they are bound by tender memories and ties of kinship.

To render efficient service, the teacher should familiarize herself with literature relating to her especial field. She should have a knowledge of racial backgrounds, of old-world customs and ideals, of limitations that in many cases have resulted in an attitude of timidity, and of the years of toil and privation that have often fitted the individual life to a narrow groove that gave no promise of better days to come and have led either to utter hopelessness and indifference or to suspicion of the justice of people who rule.

The pathos of the situation in such cases, and the understanding of the appeal of far-off America which has seemed to beckon them to a home where they may escape from conditions that have oppressed, to a place where toil may be properly rewarded and life take on a new meaning, should clearly outline to the teacher the magnitude and importance of the job—a job that demands an attitude of sincerity and presents an opportunity for real service in contributing genuine human helpfulness. The home-class teacher has an opportunity to interpret aright this new world of opportunity. She must become a friend; must be able to recognize individual needs, whether the individual is totally illiterate or one who is merely unable to use our language and who must acquire that ability in order to make the most of the opportunities afforded by this new land.

Our customs, so different from those of the homeland, must be explained in a tactful way. A knowledge of certain privileges and restrictions, as enacted by Council or State, must be made plain to prevent embarrassment that follows violation of laws that have not been understood. To be arrested, fined, and possibly imprisoned for violation of a law that is not even known to exist, gives a poor impression of American justice and tends to lessen respect for new-world institutions and to create an attitude of resentment on the part of those who come, hoping to begin life anew amid a kindly environment.

The job demands workers who do not indulge in over-idealization and sentiment but rather those who approach it from a calm, sane view-point and a realization that very many of our foreign-born come to us capable of making a distinct personal contribution to the life of the community, the State, and the Nation. It is the privilege of the home-class teacher to guide the mother to her opportunity to make this contribution.

The teacher who decides to enter home-class work, should do so with a full realization of the importance and magnitude of the work and a full appreciation of the personal responsibility to be assumed.

CERTIFICATION

1. A teacher must hold a permanent standard certificate such as is now required by law governing employment in our public schools.
2. On the basis of this certification, the Department of Public Instruction will issue a Temporary Extension Certificate. This Temporary Extension Certificate is good for one year from date of issue.
3. On expiration of the Temporary Extension Certificate, it may be renewed on presentation of *two credits* obtained by study of racial backgrounds, methodology of teaching English and Citizenship, or other course designed to better prepare a teacher of the foreign-born for more efficient work.
4. After *four years* of public school experience, *two of which* must have been under a *Temporary Extension Certificate*, the certification becomes permanent. In computing the "four years" experience, two years in regular public school work other than adult extension teaching may be counted.

In justice and consideration for the school board employing a home-class teacher, it must be borne in mind that unless she is properly certificated for this type of work, the school district can claim no reimbursement from the State for any part of her salary.

CREDITS LEADING TO PERMANENT CERTIFICATION

Information concerning institutions in which suitable training for home-class work may be obtained, can be secured by addressing the Department of Public Instruction. A number of institutions offer courses in the summer session in this field. By this means a progressive and earnest teacher may secure credits which will make it possible for her to have her extension certificate made permanent.

For the convenience of those near enough to commute, certain educational institutions in the state have courses obtainable on Saturday mornings during the winter months. These can be utilized to familiarize the teacher with certain phases of the work during the term in which she is employed without having had special preliminary study.

Wherever possible, this special study should be made before the teacher enters the work. It gives her added teaching power and insures less waste of time for the busy mothers in her classes. Freeing her mind from worry over future certification, leaves her able to devote her thought and energy to the business of teaching, which should appear to her as a sacred responsibility demanding the best she has to give.

INITIAL STEPS IN THE ORGANIZATION OF HOME CLASSES

To meet and solve the problem of the non-English-speaking mother—a problem now delegated by law to the public school system of this Commonwealth—the home-class teacher should have the support of all related agencies in the community. This support can be really helpful only when the various co-operating groups have a clearly visioned understanding of what they, as a group, can contribute that will be a real aid to this public school activity. Lack of this understanding may result in detriment rather than help to the success of the work.

Permanent success of the home class demands that the prospective teacher be personally responsible for making first contacts with leaders of the various agencies that have a contribution to make to the success of her work.

1. Contacts with the clergy—

Priests of local parishes.

Rabbis of Jewish Synagogues.

Clergy of all churches where non-English-speaking mothers attend services.

Carefully explain to each the home-class plan, noting the following points:

- a. Your aim is to help the mother become an understanding guide for her children and to better interpret to them the demands of American life.
- b. The work is under public school direction and control and absolutely free to all mothers whether their children are enrolled in public or other schools.
- c. The School Code of the Commonwealth forbids sectarian religious instruction in any phase of public school activity, hence there will not only be no interference with the religious belief of any mother but that belief is protected and safe-guarded by the law under which these classes are made possible.
- d. The mother who acquires a knowledge of English is better enabled to preserve the respect and confidence of her children and to retain her influence and control over them.

- e. A knowledge of America's language will better keep family ties unbroken. Life in America will be happier and a more respectful, reverent, and law-abiding citizenry for the future will be developed.

Through the presentation of these facts, the co-operation of all will be secured and one of the most outstanding aids contributed will be the list of names and addresses of non-English-speaking mothers frequently supplied by the parish priest from his personal knowledge of his church membership.

To the timid mother afraid of some unknown scheme to embarrass her, the knowledge that her own priest or pastor has given her name convinces her that the plan is a worthy one and that she should join the class.

2. Contacts with racial group leaders.

In each racial group, we find someone who is an outstanding leader of the group. He is frequently the chief official of its fraternal or patriotic organization.

It is of great importance that the home-class teacher confer with this leader and clearly present to him the object and plan of home classes. She should stress the following points.

- a. The mother in a new land will find it difficult to rear her family when she does not understand either the customs or the language of America.
- b. The children will learn English in the schools, the father in groups where he works, and the mother, busy at home, will have no opportunity to learn it.
- c. The children will become English-speaking and the mother who cannot speak English will not be able to guide them understandingly.
- d. Children will lose respect for the mother, will become ashamed of her, and the mother will lose her influence and control over the children.
- e. A chance to learn to read, write, and speak English will be provided absolutely free by the public schools of the district.
- f. The law will not permit any sectarian religion taught in the classes and the mother's religious views will be thus protected.
- g. Recognizing the impossibility of the average mother leaving her home to attend night school, or often even day classes, away from the home, an arrangement has been made by which she can meet with a group of her friends either in her home or in another home nearby.
- h. She will have two lessons each week and children playing about will not interfere with the class work.

- i. She will thus learn to speak the language her children learn at school and be able to write to them when the home ties are broken and they may be far away.
- j. A knowledge of English will make life in America easier for the mother and it will help her to better safeguard the future of her boys and girls.

This leader, when interested, will be of great assistance in advertising the classes. An invitation will be frequently extended to the home-class teacher to meet and explain the plan to his organization or group. An interpreter will always be provided and a very clear idea of the object and details of the plan may be conveyed.

When the men of the group understand the advantages of the plan, it follows that the women will be less timid about joining a class, and it frequently happens that the men will insist on their doing so.

The leader will also aid you in meeting the woman who is a leader of the women of the group.

The woman leader will gladly help you to meet her friends among the mothers. She will be able to act as an interpreter for you in making first contacts with these mothers and can frequently awaken an interest that will bring many into the classes.

Her intimate knowledge of home conditions will make her a valuable aid in deciding which homes can be made the most strategic meeting places for the various class groups.

Her knowledge of the friendly or unfriendly relationships existing between individual mothers will enable you to arrange your class grouping in a way that will bring about both contentment and harmony in future class relationships.

3. Contacts with editors of foreign language publications.

Through the medium of the various racial group newspapers, a knowledge of this public school activity can be brought to many non-English-speaking parents and frequently after this avenue of approach has been used, the teacher, who makes her initial call on the mother, will find that interest has already been awakened, but a personal explanation is needed to clear up the points not perfectly understood. Since many of the mothers cannot read even their native language and many of the homes do not receive the paper, the foreign press cannot be expected to reach *all* who should be informed of the opportunity offered.

4. Contacts with mothers through public and other schools.

- a. Secure permission of superintendent or principal to confer with teachers and, if advisable, for the home-class teacher to make a brief call in the classroom to obtain, in a delicate way, a knowledge of mothers who do not read or write English. This can be done very successfully in less advanced grades where pupils are not old enough to be sensitive about the matter.
- b. The teacher in charge of a room can supply names of mothers who sign report cards with a mark instead of a name, and their records will furnish the address of the mother.

- c. With consent of the principal, a teacher may excuse a pupil for a brief period. This pupil will accompany the home-class teacher to his home and introduce her to the mother. This contact is especially pleasing to the mother and, if necessary, the child can act as interpreter during the call.
- d. The school nurse or visiting teacher can often supply information of mothers who need the help of the home class, and their co-operation is an important aid to the home-class teacher.
- e. Members of night-school classes are another source through which names and addresses of non-English-speaking mothers may be obtained.
- f. Since the children of the mother attending a home class show an increased interest in school work, an added respect for school authority, and a personal pride in developing a higher type of school morale, it is of utmost importance that all avenues of school helpfulness be open to the home-class teacher and every co-operation be given to aid in securing the best possible results in her work.

5. Contacts through social workers.

- a. The community nurse and the industrial nurse will be able to aid the home-class teacher in making contacts with many non-English-speaking mothers of whom they have learned through professional contact.
- b. Welfare workers, employed either by the town or by an industry, furnish another valuable avenue of co-operation.
- c. Racial group workers sent out by International Institute, Council of Jewish Women, Council of Catholic Women, and other organizations, are another source of help to the teacher in finding mothers who need the class help.
- d. Citizenship workers employed by the local Chamber of Commerce, have a fund of reliable information and are always willing to co-operate with the teacher.
- e. Each organization interested in community betterment should be fully informed as to the object, need, and results of the home-class work. Each will have an opportunity to aid in its own way in the development of the work.

A special effort should be made by the teacher to present the plan to organizations of the community. Prominent among these agencies will be found—

- (1) Council of Jewish Women.
- (2) Council of Catholic Women.
- (3) Catholic Daughters of America.
- (4) American Legion.
- (5) American Legion Auxiliary.
- (6) Local Parent-Teacher Association.

(7) Local club organizations comprising both clubs for men and those for women as well.

INCENTIVES TO HOLD BEFORE THE MOTHERS

Appeals to the mother "for the sake of the children," touch a responsive chord.

1. A knowledge of English will enable her to understand the work of the children in school and to better co-operate with the teacher and the child.

2. It promotes companionship with her children and enables her to continue to be a part of the child's life and to better understand its needs and opportunities.

3. It is a source of pride to the child and wins additional respect from the entire community.

4. It will enable her to go to the store and ask for what she wants and understand what the merchant says to her. She will need no interpreter.

5. She can keep pace with the father and be happier by meeting and being able to talk to other mothers in the community. She can read English books and newspapers.

6. There will be a joy and satisfaction in being able to write to her children when the home ties have been broken and the children are far away.

7. The mother will have an increased sphere of usefulness in the home and the community by being able to read, write, and speak English.

8. Her knowledge will give her an ability to make social contacts and win the friendship of new groups.

9. To learn English is a personal duty she owes herself because of the greater privileges, pleasures, and community usefulness it will bring to her.

10. A knowledge of English will lead to a better understanding of our government and to intelligent citizenship.

HOW FIRST CONTACTS WERE MADE

(By some of Pennsylvania's leading home-class teachers)

Mrs. (A). "The most successful contacts I made in forming my home classes were those secured by my personal calls on mothers whose names I obtained from the schools, public and parochial, but many of my finest pupils were obtained by my house-to-house canvass. I always made an effort to find a woman who could speak English, to act as my interpreter to her neighbors and friends."

Mrs. (B). "My first contacts were made:

"1. With the kindergarten teachers, because of their knowledge of home conditions. After speaking with the teachers, they invariably

ably asked me to speak at the mothers' meetings. These talks were usually followed by a personal visit to the home.

"2. With the principal of local schools, for through the principal I had access to the children in the classrooms. A brief talk to the children usually paved the way to the home.

"3. Through leaders in organizations, as through addresses sponsored by them, I was able to reach a large group of women, some of whom joined the classes themselves, while others interested their friends in the work.

"4. Through church heads, who usually spoke from the pulpit explaining the work and endeavoring to promote it in their congregations. In all cases, I found it was the personal contact that counted first, last, and always."

Mrs. (C). "The first contacts made were visits to the classrooms in public and parochial schools in the entire district allocated to me, telling the children in simple language about the home classes, so they might carry the word home to their mothers. I asked that each child whose mother spoke another language, bring to the teacher the mother's name and address. These I collected later and made personal calls on the mothers."

Mrs. (D). "In making my first contacts, I secured names of non-English-speaking mothers from children in various school rooms, visited various parish priests, sent notices to various foreign language newspapers, secured information of "Cases" gleaned from The Family Welfare Organization, through neighbors of class members."

Mrs. (E). "My first contacts were made through—

1. The public schools.
2. Leaders of various church and social organizations.
3. Priests of English and non-English-speaking congregations.
4. Welfare worker.
5. Men holding responsible positions in the town."

Mrs. (F). "The first contacts I made, as well as the most helpful, were with the teachers of the public school in the section of the town in which I was to work among the foreign mothers. The ward principal secured the co-operation of all the teachers, who furnished me with the names and addresses of all the parents of foreign children in their classes. With these lists in hand, I called upon all the mothers. In as gracious a manner as possible, I made known my errand. Everywhere I was received most kindly and found the women eager for just such a chance to learn."

Mrs. (G). (Whose classes are composed of Jewish women). "My first contacts were with—

1. The teacher who preceded me.
2. Principals of public schools.
3. Rabbis of various congregations.

4. Council of Jewish Women.
5. Editors of Jewish newspapers.
6. The mothers by personal calls."

Mrs. (H). "My first contacts were with the principals of the schools of my district. With the consent of the principal, I gave a small piece of paper to each child in the various rooms, asking them to write the name and address of the mother and to answer "Yes" or "No" to the questions—"Does your mother speak English?" and "Does your mother write English?" This gave me material on which to work immediately, but before visiting the homes I visited each priest in the community, explaining the work and securing his sanction of my proposed campaign. Thus, you see when I called on the mother, I knew the school of her children and the priest of her church—we were not meeting as strangers."

"I also made contacts with the social and welfare workers and we continued to co-operate in helping the mother solve her problems, leaving problems of finance to the social worker and where the problem concerned the child and the school, I helped the mother straighten out the difficulty."

HEADQUARTERS FOR THE HOME-CLASS TEACHER

Desk space in an office or in some suitable part of a school building of the district, should be set apart as a headquarters, where at certain times the teacher can be found for conferences with superintendent or principal. It is a place where work may be planned, reports prepared, and messages received. It makes her feel a part of the school machinery with certain definite responsibilities. Her daily visits to these headquarters is proof of her systematic devotion to the work she has undertaken.

SELECTION OF CLASS MEETING PLACE

In selecting a meeting place for the class group, the first consideration should be given to the home easily accessible and most centrally located. It is a good plan to get the group together at a home and talk it over, deciding matters with due consideration for each member of the group. Many things should be taken account of,—as, which mothers are hampered by the care of very young babies, which have a warm room for comfort on cold winter days, which have a large enough table, and which seem most willing to have the trouble of a class in the home all winter.

The largest home groups usually consist of ten mothers, and provision must be made for such a group. In case of a smaller group, a smaller space will suffice.

A woman of good moral standards, and friendly with her neighbors, should invariably be selected as hostess for the class group.

Be careful of bad influence and, if at all suspicious, do not have a class meet in such a home.

A settlement house, a community center, a room provided and equipped by a church group, can frequently be utilized by the home-class teacher. When properly equipped, larger groups of from fifteen to twenty of the less timid mothers may be accommodated, thus saving time, which the teacher can use to advantage elsewhere on the field.

CLASS GROUPING

1. A home-class group should consist of a hostess and a group of neighborhood mothers, if possible. This will eliminate the disadvantage of some mothers having to go too far from home to attend classes.
2. Care must be taken to place mothers *friendly* with each other in the same group. The woman leader of the racial group will be an aid in this matter.
3. Where possible, it is best to place mothers of the same racial group in a class. In some communities this is not so necessary, while in others racial group lines are closely drawn and a better feeling prevails when separate racial groupings are arranged. Later through the social meetings of the combined class groups, this tendency to group chauvinishness can be eradicated.
4. In larger groups meeting in settlement or community centers, the mothers will mingle regardless of race prejudices.
5. Classes meeting in places provided by church co-operation, will be usually composed of those affiliated with that particular religious agency.

ARRANGEMENT OF CLASS SCHEDULES

Consideration for the convenience of the mothers should be shown in arranging the time for meeting the various groups.

Some mothers find it most convenient to have their lesson periods in the forenoon, while others prefer the afternoon. It will depend largely on the husband's working hours, whether he comes home for lunch, whether the family has boarders with different working hours, etc.

Where the mothers work away from home during the day, a lesson period can be planned for them after working hours. When this is necessary, an arrangement can usually be made by which the teacher can be given a free period at such time as will not conflict with class duties in exchange for the time spent after school hours, to accommodate these mothers who work during the day.

In arranging the class schedule, it is well to consider racial observance of certain days. Where some of the classes are composed of Jewish mothers, it will insure better attendance if the lesson periods are arranged for week days exclusive of Friday. Friday is a very busy day for the Jewish mother, who must prepare for the observance of the Sabbath on the following day.

NECESSARY CLASS EQUIPMENT

1. A teacher should supply the members of the class with tablet paper, pencils, and a copy of text book selected for use by the class.

2. She should have a cloth blackboard that can be rolled, for convenience in carrying from place to place. This is necessary for use in the home groups where wall blackboards are not available. Where distance between groups makes it advisable, it is well to have two or three of these cloth rolling blackboards, leaving one where it is accessible to several groups. This will aid the teacher who must frequently carry other equipment needed in the classes.

3. Objects to be used in demonstrating words or sentences should be collected in advance of the presentation of all lessons.

4. A utility basket, containing articles to be used in demonstration, should be an important part of the daily equipment. This basket may contain all necessary articles and yet be comparatively light. Numbered among its contents should be two or three pencils of varying colors and lengths, a pen, a large pin or nail, bits of copper, brass, iron, and of glass, a tiny pan, a ball, a bottle, a very small box and one slightly larger, bits of cloth—wool, silk, cotton, and linen, a needle, thread of different colors, buttons of different sizes and attractive coloring, knitting needles, crochet hook, a small piece of leather, and a specimen of fruit, corn or nuts, etc. This collection can be made at little or no expense.

Many teachers have several such utility baskets or boxes to avoid carrying from house to house. With the aid of the hostess, the basket is put in a safe place, out of the reach of the children, for use at a subsequent lesson period.

5. When the class meets in a home, it is very easy to secure additional objects to use in demonstration—spoons, knives, cups, pans, and other things found in the kitchen or living room where the class meets.

6. Commercial posters may often be secured which can be used advantageously in home-class teaching.

7. Near Christmas time a collection of calendars, (as many foreign ones as possible), can be made. These will serve as a basis for many interesting class conversations.

8. A clear and reasonably complete map of Europe, on which each mother can be aided in locating the place of her birth, will afford another theme for conversation to which each one will have a contribution to make.

9. Collections of colored post cards giving views of interesting scenery, historic spots, cities, harbors, lakes, etc., can be used to advantage as the class members acquire a better knowledge of English.

10. Scan catalogues of school supplies, prepared for primary use. Very attractive material is frequently made available in this way. Collections of cards containing words illustrated pictorially, as well as

both printed and written forms, can be used successfully in establishing a simple vocabulary.

11. Do not let monotony deaden the class interest. With so much material easily accessible, there should be no lack of avenues through which interest and attention can be stimulated.

12. Do not overlook the value of pictures. The *child* gets its most accurate ideas of many things from the illustrations in papers or books, and these mothers "are but children of a larger growth."

HOW TO AWAKEN AND HOLD CLASS INTEREST

1. Plan to cultivate the friendship of the individual mother. Make her feel that you are genuinely interested in helping her. Her appreciation of a real American friend *who cares*, will awaken a desire to be prompt at class and will help to keep her interested during the lesson.

2. The teacher should be sincere and honest in giving her time and ability. That is, she must be at class on time, keep the work going, and let nothing interfere with the lesson.

3. Do not give time to visiting with some members while others have assembled for instruction. The women gather to *learn*, not for a *social hour*. There should be no gossip during the lesson period.

4. Have your plan for presentation of the lesson well prepared before you meet the group. There should be no hesitancy, uncertainty, or loss of time on the part of the teacher.

5. Many of your classes will be, to a certain extent, ungraded. Be prepared to meet this situation by having a plan definitely arranged to keep all busy. While you are demonstrating words or developing sentences with one part of the group, representing an average ability, another division will be equally busy writing sentences either on blackboard or on paper. Another may select and write a list of words from the printed lesson, while a new member of the group may be learning to write her name. A teacher having had ungraded school experience, would readily manage this situation, and the teacher who has not had such experience must plan ahead very definitely. Make each minute count for the busy mothers in your class.

6. After the class has been dismissed, is the best time to discuss individual problems with the mothers. They all have problems and will ask your advice on many occasions.

7. Listen attentively and do not treat lightly or laugh at the perplexities of the mother. However trivial they may seem to you, they are matters of real concern to the mother. Never betray the confidence of the mother by repeating personal incidents which she relates to you.

8. Be patient and do not judge hastily or give advice without careful thought. Do not give advice unless sure of your ground, and let all statements be clear and concise. This will prevent wrong im-

pressions, so liable to be given, owing to their imperfect knowledge of English.

THE FIRST LESSON

Impressions of friendliness, sincerity, and genuine interest, made by the teacher at the initial meeting of the group, will do much to determine future results.

A teacher realizing the importance of these first impressions, will have planned to tactfully accomplish certain definite things at this meeting.

1. To make each mother feel she has *found a friend*.
2. To make the members of the group acquainted and friendly with each other, and to create a feeling that they will enjoy these meetings together.
3. Get their names for the roll and let them see you write them. This helps to put them at their ease and they begin to think themselves a part of a group. This is the foundation on which co-operation with each other and with the teacher will rest.
4. A few questions, relative to the place of their birth and their coming to America, do much to make them feel your personal interest in each, and that you now look on them as a group of sisters in a new land where you genuinely desire to help make life easier for them. The "human touch" is a large factor in your success in this work.
5. Aim to break down the barrier that exists among mothers who are each ashamed and afraid that the other may know more than she knows and may laugh at her ignorance. Many feel they are "too old to learn," and need encouragement to create self-confidence. Always try to bring out the latent ability of each one and make them proud of the "little" or the "much" they have learned.
6. Go to the first group meeting with books, pencils, and paper for the entire class. When the class has assembled about the table, give each member paper and pencil and ask each to write her name and address. Tell them if they cannot write it in English, to write it in their own language. This will enable you to get the correct spelling of the names for your roll book, as the script is similar to ours in most cases.

It will also prove an aid in grading the class members. You will be able, with a degree of accuracy, to determine those able to use the book at once and those really illiterate, who must have the very beginning of an English vocabulary built up by use of objects to demonstrate the meaning of words and simple sentences.

7. Never fail to have *all* write a little during the first lesson to impress them that you are there to *teach* and not merely to mingle with them in a social way.

Since one of the first things a mother will need in contact with the American public is the ability to write her name and address in English, it is a good plan to use this idea as a basis for their first

work in the class. It is an incentive to the mother to understand that when she can write her name and address, she can buy and have articles sent home, sign legal papers, and sign her children's report cards,—something that will make any mother happy and her child proud to display.

8. If the group is small, ask each mother present if she will not try to have a friend join the class. Explain that unless you can have a larger number in the group, you fear you may be compelled to disband the class and give your time to a larger class in some other part of your field. Rarely does this appeal fail to bring results in added class enrollment.

9. Proceed with the First Lesson in the text book you will use and follow directions given in *Teacher's Preface* or *Hand Book*, if any goes with the text-book.

10. *Use few words* in explanation or in introducing a word or subject, as many English words confuse the foreign mind.

11. Carry with you any article (of convenient size) the name of which is mentioned in the lesson, to be able to demonstrate word or name. Remember your pupils take in your every look and gesture, and demonstration means much to them.

12. Take your time and proceed slowly to get results.

13. In the *first*, as well as in all other lessons, be certain that, as a result of your demonstration, the mother can not only *speak* the word, but is able to recognize its *printed* form, its *written* form, and is also able to *write* it before the modifying words are attempted.

Then should follow the development of the sentence of which this key word forms a part, and this sentence should be mastered in the same way during the lesson period. Do not leave a part of this procedure to be taken up at a subsequent lesson. Aim to make each mother feel at the close of a lesson that she has mastered something definite and the knowledge is now her very own. It gives her a new confidence in her own ability and creates a new interest and a desire to know more.

14. Go to the class thoroughly familiar with the lesson you expect to teach. Lack of preparation on your part will be a waste of time and unfair to the busy mothers in the class.

15. During the *first* lesson, as well as *all subsequent lessons*, it should be kept in mind that ability to write well is a very important qualification of the home-class teacher. The word or sentence written by the *teacher* presents a picture that the *mother*, learning to write, will try to imitate. In developing a lesson, no carelessly written word or imperfect letter form should be placed before the class.

The system of penmanship selected for use in the schools of the district, should be used in the home classes. It is an added incentive to the mother to feel that *she* will be able to write as *her children* have been taught to write.

In all written work, plain letter forms should be used by the teacher. She should be careful not only to present correct form, but to pay attention to the slant and spacing of letters as well. Careless writing on the part of a *teacher* tends to careless writing on the part of the *mother*, whose only mental picture of the written word is the form written for her by the teacher.

16. Best results in a lesson presentation are achieved by the teacher who avoids *talking too much*. The mind of the timid beginner becomes hopelessly confused and much time is wasted unless the teacher is careful in this important matter.

Make *plain, concise statements* in all lesson presentations.

DEVELOPING ABILITY TO CONVERSE IN ENGLISH

Conversational ability may be skillfully developed by having a part of each lesson period regularly devoted to this necessary part of your work. During these periods, tactful questions on the part of the teacher will bring out facts relating to points of interest they have seen here or in the homeland, such as cities, towns, mountains, rivers, the voyage to America, the arrival, the children in the family, stores they have visited, etc.

A discussion of lace making, embroidery, or knitting will frequently bring out articles, made by the mothers, for inspection by the teacher at a subsequent lesson period.

A teacher having initiative will think of many topics that will lead to a better conversational use of English, and at the same time establish bonds of mutual understanding and closer friendly helpfulness between the teacher and the individual mothers in the class.

NATIONAL AND RACIAL HOLIDAYS

Nothing gives more pleasure to the various members of the class than to be asked to tell something of the customs of the homeland. It is of special interest to all and may frequently be used as a means to develop English conversational ability during the time set apart for this in the lesson period.

With this thought in mind, the United States Office of Education has prepared the following list of the most generally recognized holidays of each of the principal nationalities and races represented in the United States.

Belgium	—July 21—“Independence Day.” (Independence from Holland secured in 1831).
Czecho-Slovak	—July 6—“Martyrdom of John Huss Day.”
Denmark	—June 5—“Constitution Day.” (Signed 1849).
England	—First Monday in August—“Bank Day.”
France	—July 14—“Bastile Day.”
Greece	—April 7—“Independence Day.”
Hebrew	—April (or March)—“Passover.”

Irish	—March 17—“St. Patrick’s Day.”
Italy	—September 20—“Italy Day.” (Complete unification of Italy).
Jugo-Slav	—June 28—“Kossovo Day.” (Anniversary of the Battle of Kossovo, 1389).
Lithuanian	—March 4—“King Cassimir Day.” (Patron of Lithuanians).
Mexican	—September 16—“Independence Day.” (Independence gained in 1810).
Netherlands	—August 31—“Queen’s Birthday.”
Norway	—May 17—“Independence Day.”
Polish	—May 3—“Constitution Day.”
Portugal	—October 5—“Republic Day.”
Russia	—“Easter” or “Christmas.”
Serbia	—June 28—“Kossovo Day.” (Anniversary of the Battle of Kossovo, 1389).
Spain	—May 17—“King’s Birthday.”
Sweden	—“Gustavus Adolphus Day.”
Switzerland	—August 1—“Federation Day.”

The teacher should know the history and significance of these holidays in other lands and be able to talk intelligently about them when they form the basis of class conversation.

OUR NATIONAL HOLIDAYS AND HISTORICAL ANNIVERSARIES

The holidays we observe and the historical anniversaries we commemorate, mark the heart throbs in our national development. Properly explained to the class on the date of their recurrence, they present to the mothers a vivid picture of the heroic and patriotic achievements that have made our Nation great and the consecrated service rendered by those who have contributed to that national greatness.

No teacher can afford to miss this opportunity to secure class recognition of these anniversaries, which will inspire loyalty and devotion to the *new homeland*.

September	—First Monday—“Labor Day.”—Only holiday established by Act of Congress. Established 1894.
October	12—“Columbus Day.”
November	—(First Tuesday after first Monday) “Election Day.” Explain carefully how each voter has a voice in our country’s government. A fine opportunity to explain what it means to be a citizen of the United States, etc.
November	11—“Armistice Day.”—Brought to an end the Great War and the rejoicing felt by the Nation was voiced in

President Wilson's Thanksgiving Proclamation. (Teacher may read this Proclamation to the class, if sufficiently advanced in English to understand).

November 26—(Last Thursday) "Thanksgiving Day." First celebrated by the Pilgrims in Massachusetts in 1621 after gathering their first harvest. Various colonies later set aside a day of thanksgiving for unusual prosperity. After the Revolutionary War, New England observed the custom annually. The first national day of Thanksgiving was proclaimed by President Washington in 1795. The custom has been observed annually, without interruption, since the close of the Civil War, when our country had come to a new sense of its duty as a Nation.

December 25—"Christmas Day." Observed throughout the entire Christian world. Most of our Christmas customs have come to us from England but Norway, Sweden, Denmark, Poland, Russia, and Germany have contributed certain features to American festivities in different sections of the country. (A Christmas party—a time of joy and gladness for the mothers could be arranged).

January 1—"New Year's Day." A new beginning—a time to decide new plans and make new resolves pertaining to matters affecting conduct and right living.

January 19—"Lee's Birthday." (Observed in Southern states). Southern officer in Civil War. After surrendering his army at the close of the war, he issued one of the clearest trumpet calls to patriotism ever voiced in America.—"Recollect that we form one country now—Make your sons Americans."

February 12—"Lincoln's Birthday." Tell the story of his life and service—the difficulties he overcame in keeping intact the national government that Washington had helped to establish. One of the *common* people who did great things for this country.

February 22—"Washington's Birthday." Affords an opportunity to discuss patriotism as well as to emphasize the service he rendered and the sacrifices he made for his country, and the real beginning of our life as a Nation. This holiday may be utilized for a joint meeting of all class groups. A program, suitable to the day, may be prepared with as many class members as possible participating. It makes them feel themselves a real part of America and doing something to show their appreciation of its customs.

March 4—(1929 and every fourth year thereafter). "Inauguration Day." An appropriate lesson period to discuss our national government, election of a President, length of term, provision for a head for the government in

case the President dies during official term; duties of the President, etc.

May 30—"Memorial Day"—sometimes called "Decoration Day"—is the most sacred and beautiful of our national holidays,—a day on which an undivided Nation pays tribute to its soldier dead. Earlier bitterness and sorrow has faded away, leaving a softened solemnity. Our soldier dead are brothers—sons of a great Nation—"A great Nation that has but *one* heart." (Some Southern states observe the day earlier owing to the earlier blooming of spring flowers).

June 14—"Flag Day." Flag adopted by Congress, June 14, 1777. Teacher should have a flag in a holder to place on table surrounded by the class. Tell them the story of its origin,—why its colors were selected, why it contains thirteen stripes, how many stars and what each represents,—its uses, the respect we should show it as the emblem of our country, etc.

July 4—"Independence Day." Since the school year closes before July 4th, an opportunity may be given to discuss all that it means to us as a Nation, sometime in June—perhaps after "Flag Day." The story of our Independence should be as familiar to our new Americans as to our native Americans.

IMPORTANT JEWISH HOLIDAYS

Certain racial holidays are anniversaries of events in national experience the nature of which renders their observance a sacred privilege.

We must respect the mothers of all racial groups in their love for their own national holidays and their desire to observe them, if we would inspire them with a feeling of respect for the things America holds dear.

A mother's absence from class to observe a day sacred to her own people, should not be censured.

For the information of the home-class teacher and to furnish her with a reason for temporary absence of mothers from class at certain times, the following list of Jewish holidays is supplied.

September 12-13—"Rosh Hashonah"—Beginning of the Jewish Religious Year.

September 21—"Yom Kippur"—Day of Atonement.

September 26-27—"Feast of Tabernacles"—Historical Festival—Use of the tabernacles during the Israelites sojourn into the desert.

October 3—"Shmini Azereth"—Marks the conclusion of the Feast of Tabernacles.

October 4—"The Feast of Law"—The reviewing of the Law.

December	5-12—"Hanukah"—Commemorates the victory of the Jewish people against the Assyrians.
March	22—"Purim"—Commemorates historical event—Victory of the Jewish people over Haman who sought to exterminate them.
March	21-28—"Passover"—Liberation of the Israelites from Egyptian aggression.
June	10-11—"Feast of Weeks"—The giving of the Ten Commandments to Moses at Mt. Sinai.

DEVELOPING COMMUNITY RESPONSIBILITY

The foreign-born mother in America is most frequently segregated in a special part of the community seemingly set apart for those of her particular racial group, or it may be in a section where families representing different racial groups seem to form a little community where old-world views and customs predominate. They are *in* America but not as yet a *part of it*.

To such mothers as these, the home class opens wide the gateway of entrance to community life, community spirit, and all that will make them realize the part they are to play in civic and community betterment.

It is in the awakening of a feeling of community responsibility that a home-class teacher meets a crucial test of her ability. She must combine the power of a real teacher with the sincerity of an understanding friend. She must combine tact to establish a feeling of self-confidence that will overcome their timidity, with ability to awaken a realization of personal responsibility to their adopted homeland. She must lead them to a clear vision of the great contribution they can make to community life.

1. As soon as the mothers of various class groups have established a kindly relationship with each other and with the teacher, show them a desire on your part to have a meeting of *all* the groups. This can sometimes be best accomplished by having the teacher and certain of the group mothers, who are made to feel they are helping the teacher, form a committee to arrange for the event. Let each mother bring a friend. This will advertise the classes, enlist new members perhaps, and make the entire group feel a personal pride in the affair.

2. If possible, serve simple refreshments,—tea and sandwiches or cakes. Circumstances must determine this feature but do not encourage elaborate refreshments.

3. These meetings should be held at intervals, providing at least two or three during the year.

4. Frequently an organization such as a local parent-teacher organization, or other similar group, will act as hostesses for the home-class groups. This will acquaint them with American mothers and make them feel the ties implied by motherhood-community relationships. Common human interests mean so much in the strong appeal of working together for better homes, better schools, for community betterment founded on mutual understanding.

5. In arranging for these meetings, care should be taken that the date will not conflict with a time set apart for observance as a racial holiday or a sectarian holy day or fast day. Consideration for racial customs should obtain in selecting refreshments to be served.

6. To acquaint the mothers with the American way of doing things, the teacher at some time during the year should plan to take the entire group membership through some of the worth-while manufacturing plants of the community, such as pickle and preserving factories, canneries, carpet factories, etc. In some cases, for convenience, it is wise to divide the group and make two trips.

7. A trip to a place of community interest, a public park, a "zoo," a place where the mothers may take the smaller children along, promotes friendliness. Many of these mothers have been so completely engrossed by the demands of home duties that they have had no opportunity of seeing these places, although comparatively near.

8. Try to induce the mothers to attend public school entertainments when possible. They will be intensely interested if some of their own children appear on the program in any way. Holiday celebrations or musical programs are especially attractive to them. This affords a point of contact with other mothers of the community.

9. As their mastery of English and acquaintance with the teachers of their children and with other mothers of the district progresses, it will be comparatively easy to interest them in becoming members of the local parent-teacher organization. Once this has been accomplished, you will have given an impetus to their participation in community affairs that will be far-reaching in its results.

10. Civil pride may be developed by having a local club or parent-teacher organization conduct an essay contest, perhaps offering a prize for the best composition written by a mother. Select as a subject "What Can I Do To Make My Town Beautiful," "What Can I Do To Make My Home Attractive," or some similar topic that will bring a personal realization of civic improvement. You will never witness a greater joy in achievement than comes to the mother permitted to read her prize-winning composition publicly.

11. One of the outstanding results achieved by having the classes meet in the home, is the development of added pride in neatness and attractiveness of the home. Clean, scrubbed floors, spotless windows, fresh paint, and newly papered walls frequently evolve from unattractive beginnings. This becomes gradually noticeable as lessons continue and, in many cases, extends to the appearance of the children who attend school, as they too develop pride in personal neatness.

SUPERVISION AND TEACHER RESPONSIBILITY

This work, being a definite phase of the public school activity of the district, demands such recognition and supervisory attention as will insure perfect co-operation and success.

Where but *one* home-class teacher is employed by a district and no special supervision provided, the teacher must depend on her own initiative and personal resourcefulness, but never, at any time, is

there an excuse for lack of faithfulness and reliability or for shirking the duties delegated to her. She must measure up to the honesty and sincerity expected of her by the Superintendent, Principal, and those who employ her.

Where *two or more teachers* are employed without a special supervisor, a uniform working plan must obtain and be strictly adhered to, if the highest type of successful results is achieved.

In conference with the Superintendent or Principal, such a plan may be worked out. If advisable, one of the more experienced teachers of the group may be designated as "head teacher." Home-class conferences should be planned, and these bi-weekly meetings will make possible an exchange of plans and an elimination of perplexities that will lead to a uniformity of procedure.

In districts where the non-English-speaking problem is greater and larger groups of home-class teachers are employed, the necessity for close supervision of the work is even more obvious. Districts of this type usually have a Director of Adult Education, whose many duties render close supervision of the home classes impossible and to provide this needed supervision, one of two methods is adopted—

1. A supervisor of Mothers' Classes, who is directly responsible is provided.

2. Each home-class teacher in the city is placed under the direct supervision and control of the Principal of the ward school in her section of the district.

Either plan, to be a success, should insure the benefit of expert direction, helpful suggestions, kindly criticism of a constructive type, and such needed encouragement for the timid or perplexed teacher as will bring about the best results obtainable.

A full-time supervisor, who has a *practical* knowledge of every phase of the work, a sympathetic, human interest in the mother, and a helpful attitude towards the teacher, will, in her close personal touch with the class work and its problems, be able to contribute much to the success of the work.

A busy ward Principal may find it impossible, owing to the many other demands on his time, to give much personal attention to the actual class work, yet in frequent conferences with the home-class teacher, his awakened interest in the work and realization of its importance in his ward, should make his advice and suggestions of real value.

Certain definite responsibilities must be met by the home-class teacher—

1. Promptness in meeting the class is important. An assembled group should never be kept waiting for a teacher.

2. If ill or for any reason unable to appear before her class, the Superintendent or Principal should be notified in advance, and if impossible to provide a capable substitute, word should be sent to the hostess at the class meeting place. The teacher must maintain a reputation for real interest in her work and consideration for the mothers in her class.

3. As a paid employee of the school district, her *time* is not her own. The time of a conscientious teacher, when not occupied in teaching during the hours allocated to her work, should be spent in forming new contacts to increase membership of classes already organized, or in interesting mothers to form new class groups.

4. The time of a home-class teacher should be as honestly given and as accurately reported as that of a teacher employed in any other capacity by the school district.

5. Each class of average size should have *one and one-half hours* as a lesson period. In some cases where a much larger group meets in a settlement house or an especially equipped room, it may be necessary to lengthen the period to *two hours*, but usually, for obvious reasons, there may be a very small class group in another place and the amount of individual attention required consequently less. A little careful planning may arrange to have these two groups receive their lessons during the same half-day, thus adjusting the time schedule.

6. Each class, unless a *very* good reason exists for doing otherwise, should be given *two lessons per week*. Class interest will be less keen if the interval between lessons is too long.

7. In the smaller district where supervision of all school activities depends on the Superintendent or Principal, there is especial need of conscientiousness and dependability on the part of the home-class teacher at all times, and there should be absolute accuracy in each detail of her monthly reports.

8. Reports properly prepared and submitted each month are as necessary in the smaller district employing one teacher as in a larger district employing a larger teaching group. These reports provide a real picture of conditions and accomplishments. By comparison with previous reports, certain valuable facts are emphasized, such as increased or decreased enrollment, number and size of classes, number of lessons per week given each class, length of lesson period, etc. The complete report reflects the ability of the teacher to organize classes, wisely prepare a schedule, and to hold the interest of the mothers.

The reported enrollment must represent an *actual* not an *imaginary* enrollment.

A list of names of mothers separating from classes during the month, with reasons for such separation briefly stated, will furnish the Superintendent or other Supervisor with information that will absolve the teacher from an accusation of inability to "hold" interest of and retain mothers in classes. This is just to both teacher and mother.

In a district employing but one home-class teacher, her report should be submitted each month to Superintendent or Principal.

Where there is a small group of teachers having one of their number designated as "head teacher," the report form should be filled out in detail and submitted to the head teacher and she in turn should prepare, for the convenience of a busy Superintendent, a summary of these reports which will furnish a brief record of all items

for the mouth. This summary should of course be accompanied by the individual monthly report prepared by the teachers as a reference to convey accurate knowledge of each teacher's personal activities.

In a district employing a larger group of teachers, each of whom is placed under direction and control of her ward Principal, the report should be prepared in duplicate,—one copy for the ward Principal and one for the Director of Adult Education.

This will, in either case, provide those directing the work with complete information necessary to enable them to submit accurate, up-to-date reports and summaries of reports to the Superintendent, Board of Education, or the State Department of Public Instruction.

For information of Superintendent, Principal, Supervisor or Director of Adult Education, each home-class teacher should prepare a chart giving the following facts—

1. Place of meeting class (Street and number).
2. Telephone number of hostess if she has a phone.
3. Hour of meeting and length of lesson.
4. Name of all class members and home addresses.

This can be so arranged that space is provided for addition of names of new class members.

Such a chart enables those directing the work to know where the teacher may be found at any hour of the school day and provides a knowledge of actual class personnel. It is a positive proof of the honesty and reliability of the teacher and the information such a chart furnishes is an aid in many ways to those directing the work in the district.

The following report form includes such items as will furnish the information desired in a report by those directing the work for the State, as well as for those supervising the work in the local district.

REPORT OF HOME CLASS ACTIVITIES

1. Name of district —
2. Date —
3. Name and address of teacher —
4. Present salary of teacher —
5. Total enrollment for term to date —
6. Total enrollment for current month —
7. Number compelled to leave classes during term —
(State principal reasons for this)

8. Total number of classes —

9. Number of classes having an enrollment of more than ten and number enrolled in each —

10. Number of classes having an enrollment of ten —

11. Number of classes having an enrollment of

9 —	4 —
8 —	3 —
7 —	2 —
6 —	1 —
5 —	

12. Number of classes having lesson periods of 2 hours, $1\frac{1}{2}$ hours, less than $1\frac{1}{2}$ hours

13. Number of mothers who could not speak English before entering classes —

14. Number literate in other tongues —

15. Number not literate in any tongue —

16. Give number of each nationality represented by your class membership —

Albanian —	Finish —	Mexican —
American —	French —	Norwegian —
Armenian —	French Canadian —	Palistinian —
Austrian —	German —	Polish —
Bohemian —	Greek —	Romanian —
Bulgarian —	Hungarian —	Russian —
Chinese —	Irish —	Russian (Jewish) —
Colored —	Italian —	Serbian —
Croatian —	Japanese —	Slavish —
Cuban —	Jewish —	Spanish —
Czecho-slovakian —	Jugoslavian —	Swedish —
Dalmatian —	Latvian —	Swiss —
Danish —	Lithuanian —	Syrian —
		Ukrainian —

17. Number of citizenship declarants —

18. Number of citizenship petitioners—

CITIZENSHIP

One of the outstanding objectives of home classes is to help the mother become a real factor in American life and a participant in the privileges of citizenship in the land of her adoption.

It is the duty of a home-class teacher to guide and advise the mother in the matter of acquiring citizenship. Instruction should be given in plain, easily-understood terms. For the guidance of anyone not familiar with detail, the following information is submitted.

NATURALIZATION PROCEDURE

Essential requirements for naturalization:

Alien must be white, or of the African race. He must have been lawfully admitted to the United States for permanent residence. In general there are two steps in securing naturalization: (1) the declaration of intention (commonly called "first paper"), and (2) the certificate of citizenship (commonly called "second paper") which is granted only on petition filed by the alien.

The first step: Making the Declaration of Intention.

Any alien over 18 years of age, and who has been lawfully admitted to the United States may file a declaration of intention. He should fill out properly and sign Form A-2213, which then should be forwarded to the officer named on Form A-2213, together with the money orders and photographs as specified in the instructions contained on the form. When a certificate of his arrival in the United States has been obtained, he will be notified by the District Director of Naturalization to appear before the proper Clerk of Court and declare his intention. The Clerk's fee is five dollars, which must be paid to the Clerk in addition to the five dollar fee he has already submitted in the form of a money order for the issuance of a certificate of arrival.

The second step: Filing the Petition for Citizenship.

Alien must have a declaration of intention at least two years and not more than seven years old. He must have resided in the United States continuously for at least five years, and in the County in which he resides at the time of filing his application for at least six months continuously. He must have as witnesses two American citizens who have been in continuous, personal contact with him for at least five years, or as much thereof as he has resided in the County in which he resides at the time of filing. If he has resided in more than one place in the County, and does not have two witnesses who have been in contact with him for the period of residence he has had in the County, he may use two sets of witnesses for each place of residence in the County, in which case all of the witnesses are required to appear with him and sign the petition. Residence outside of the County may be proved by depositions of witnesses, which is taken care of by the Naturalization Service.

Applicant should fill out Form A-2214 and forward same to the officer named on Form A-2214, together with his declaration of intention, money order and two photographs as specified on the instructions on Form A-2214. Alien will thereafter be notified when and where he should appear with his witnesses to file his petition for naturalization. The fee for filing a petition is ten dollars, payable to the Clerk of Court at the time the petition is filed. This ten dollars covers the cost of filing the petition and issuing the final certificate of citizenship, and applicant is not required to pay any further fee after he has filed his petition for citizenship.

Special laws relating to married women.

An alien women whose husband is an American citizen may file a petition for citizenship without taking out a declaration of intention.

She is only required to prove one year's residence in the United States. A certificate of arrival is necessary if she arrived in the United States after June 29, 1906. She should follow the same procedure outlined for aliens in general, except that it should be kept in mind she is not required to have a declaration of intention (first paper).

A native born woman, or an alien born woman who was naturalized through her parents, who has lost citizenship by marriage to an alien prior to September 22, 1922, may file a petition for citizenship without a declaration of intention. If she has not been out of the United States since losing her American citizenship, no certificate of arrival is required. No period of residence in the United States is required to be proved.

A woman who has lost her American citizenship by marriage to an alien ineligible to citizenship (such as a Japanese, Chinese, etc.) may now file a petition for citizenship under the new law. Under the former law, such a woman was not eligible to file a petition during the continuance of her marital status. She is eligible to file a petition with the same requirements as set forth in the above paragraph.

Certificate of Derivative Citizenship.

Any individual in the United States, over 21 years of age, who claims to have derived citizenship through the naturalization of a parent or through a husband, may secure a certificate of derivative citizenship, the fee for which is fifteen dollars. Form 2400 should be properly executed and forwarded to the District Director of Naturalization, after which the applicant will be notified as to the proper procedure.

Lost or Mutilated Citizenship Papers.

In case a declaration of intention, or certificate of citizenship, is lost, mutilated, or destroyed, the person to whom the original paper was issued may apply for a new declaration of certificate. Application should be made on Form 2600 which should then be forwarded to the District Director of Naturalization with the proper enclosures.

Applicants may secure any of the above mentioned forms from the District Director of Naturalization having supervision over the County in which they reside, or from the Clerk of Court having naturalization jurisdiction over the County in which they reside. In case any questions arise as to naturalization procedure, advice should be obtained from the District Director of Naturalization. In Pennsylvania, there are two Districts with offices in Pittsburgh and Philadelphia. The address of the District Director in each city is the Post Office Building. If an applicant is in doubt as to which District Director has jurisdiction over the County in which he resides, he may ascertain this by inquiring of the Prothonotary of the Common Pleas Court in the County where he resides.

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